

**ANNUAL**  
**REPORT of**  
**the PUBLIC**  
**SCHOOLS of**  
**Franklin, Mass.**

♣ 1906-7 ♣

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Annual Report

OF THE

SCHOOL COMMITTEE

of the Town of

FRANKLIN, MASS.

FOR THE

FISCAL YEAR ENDING JANUARY 31, 1907



SENTINEL PRESS  
FRANKLIN  
1907

### COMMITTEE :

FRED P. CHAPMAN.	Term Expires 1907
AMBROSE J. GALLISON,	" " 1908
WILLIAM A. WYCKOFF,	" " 1909

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### ORGANIZATION 1906-7:

AMBROSE J. GALLISON.	WILLIAM A. WYCKOFF.
<i>Chairman</i>	<i>Secretary</i>

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### SUPERINTENDENT:

IRVING H. GAMWELL.  
*Residence: - 2 High Street*  
TELEPHONE-74-6.

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A regular meeting of the Committee is held in the Horace Mann building, beginning at 8 p. m., on the first Thursday in each month.

The Superintendent is at his office in the Horace Mann School from 8.30 to 9 a. m. and 4 to 5 p. m. each school day.

TELEPHONE-21-5.

# Report of the Superintendent.

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TO THE SCHOOL COMMITTEE: .

The sixteenth annual report of the superintendent is herewith submitted:

## **AIMS AND INFERENCES.**

Men concerned with the planning and execution of the work of public schools cannot too often ask themselves, "What should be our aims?" and "In how far are we realizing the ends in view?"

Believing that the general purpose of education is efficiency—social and personal—and that this efficiency is best developed along moral, intellectual, physical, manual, and esthetic lines, let us glance at the provisions of the local curriculum.

### **Manual Training.**

On making the comparison we are at once struck with the practical absence of manual training. To be sure, one may say that drawing answers the purpose, but there is a fundamental difference. Drawing is largely a matter of representation, while manual training has to do with the making of objects themselves.

Of the educational value of this branch there is scant room for question. Equally sure are its practical advantages. It is estimated that fully ninety per cent. of the boy graduates of grammar schools enter manual vocations. Any course of education which fails to take this into account falls in so far short of its full duty toward them. But the argument need not be confined to hand laborers. Any man regardless of pursuit is the better off for what manual dexterity he may possess. Who does not find it desirable, if not actually necessary, at times, to be able

to use those familiar working tools—the plane, the hammer and the saw? Yet many an otherwise very capable person cannot saw a board off square, or hit a nail on the head.

Yet another word may be said for manual training, namely, its lesson of the dignity of labor.\* A largely literary education has a tendency to prejudice its pursuers toward any work which sweats the brow, or soils the hands, to say nothing of the aptitudes it may leave undiscovered. If so, a counteractive is needed. As Ruskin observed: "We are always in these days endeavoring to separate intellect and manual labor; we want one man to be always thinking, and another to be always working, and we call one a gentleman and the other an operative; whereas the workingman ought often to be thinking and the thinker often to be working, and both should be gentlemen in the best sense..... The mass of society is made up of morbid thinkers and miserable workers."

#### **Drawing.**

If we consider our work in drawing, we shall realize that esthetic education is not being sufficiently fostered among us. No branch is at present more popular with our elementary pupils, altho its right to a place on the program is sometimes challenged.

The leading aim in the teaching of art should ever be a cultivation of the sense of beauty. If anyone thinks that effort thus directed is a waste of money, let him consider what the eventual outcome would be, were such effort not made. The attractiveness of the community would be at stake. Houses and public buildings would be in bad taste architecturally, streets and roads poorly planned and poorly cared for, parks and yards unadorned. Beauty has been said to be its own excuse for being, but another reason for its existence is the appreciation in value it adds to any community which is so fortunate as to possess it. The public good, then, is one argument in favor of education in art.

But personal considerations are not to be ignored. The home becomes a place of greater meaning in life if

it is tastefully appointed within, and those who dwell there are susceptible to the influence. The world is rich in wonders, both natural and human, and it is the inalienable right of every individual to be educated to appreciate and enjoy these in all their fulness.

Tho the aim of the study before us is primarily esthetic, we should not overlook its national and personal significance from another point of view. We are today a great manufacturing people. Drawing is one of the very prerequisites of industry, for ideas must take form on paper or in model before they can be executed into finished products. A high authority asserts that "American industries suffer through the ignorance of workmen in these lines." If knowledge of industrial drawing is vital to our standing as a nation, it is of great vocational importance to the individual, for it furnishes thousands with employment.

#### **Physical Education.**

Another defect in our curriculum is inadequacy of physical education. Instruction in this direction is mainly oral and too often incidental. Systematic physical training is nearly lacking. Now no one would undervalue the customary recess. Relief from the strain of schoolroom confinement is certainly needed, morning and afternoon, and for pure relaxation nothing is so good as the old fashioned recess. On the other hand, many children breathe improperly, are weak-voiced, thin-chested, round-shouldered and the like. For them something more than mere freedom of action is needed, namely, properly adapted exercises in bodily development.

As for the course of study in the human body, its primary aim ought undoubtedly to be personal health rather than knowledge of anatomy. To this should, however, be added some instruction in the principles of public hygiene—a subject which has not as yet gained deserved admittance to common school curricula. Books, too, are as indispensable here as in other branches of learning.



### Suggestions.

Without reviewing the moral and intellectual sides of our course of study, let us see what may be done to improve it in the three phases already discussed—the manual, the esthetic and the physical.

*Manual Education.* If the town cannot afford the expense of a manual training supervisor, it need not, therefore, forego the benefits of the work. The American Manual Training school, of Chicago, offers a plan whereby the regular teachers may conduct this instruction with reasonable assurance of success, and with certain economy to the town. The proposition has given very satisfactory results in numerous places in the west, and is well worthy of examination by the school committee of Franklin.

*Esthetic Education.* In the absence of a supervisor of drawing, the use of individual books, containing correct illustrations of the style of work to be attempted, has much in its favor. Such books are provided by the Prang Educational Company in a series entitled "Art Education Drawing Book Course."

*Physical Education.* To meet the needs in physical education, the provision of health readers and of standard manuals on physical culture is recommended.

### PUPILS' HEALTH.

Closely connected with the question of physical education are the following matters of practical hygiene:

#### School Physicians.

An act relative to the appointment of school physicians became law the first of last September. It is here printed in full.

SECTION 1. The school committee of every city and town in the Commonwealth shall appoint one or more school physicians, shall assign one to each public school within its city or town, and shall provide them with all proper facilities for the performance of their duties as prescribed in this act: *provided, however*, that in cities wherein the board of health is already maintaining or shall hereafter maintain



substantially such medical inspection as this act requires, the board of health shall appoint and assign the school physician.

SECTION 2. Every school physician shall make a prompt examination and diagnosis of all children referred to him as hereinafter provided, and such further examination of teachers, janitors and school buildings as in his opinion the protection of the health of the pupils may require.

SECTION 3. The school committee shall cause to be referred to a school physician for examination and diagnosis every child returning to school without a certificate from the board of health after absence on account of illness or from unknown cause; and every child in the schools under its jurisdiction who shows signs of being in ill health or of suffering from infectious or contagious disease, unless he is at once excluded from school by the teacher; except that in the case of schools in remote and isolated situations the school committee may make such other arrangements as may best carry out the purposes of this act.

SECTION 4. The school committee shall cause notice of the disease or defects, if any, from which any child is found to be suffering to be sent to his parent or guardian. Whenever a child shows symptoms of smallpox, scarlet fever, measles, chicken pox, tuberculosis, diphtheria or influenza, tonsillitis, whooping cough, mumps, scabies or trachoma, he shall be sent home immediately, or as soon as safe and proper conveyance can be found, and the board of health shall at once be notified.

SECTION 5. The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year to ascertain whether he is suffering from defective sight or hearing or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results. The tests of sight and hearing shall be made by teachers. The committee shall cause notice of any defect or disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the state board of education shall prescribe.

SECTION 6. The state board of health shall prescribe the directions for tests of sight and hearing and the state board of education shall, after consultation with the state board of health, prescribe and furnish to school committees suitable rules of instruction, test cards, blanks, record books and other useful appliances for carrying out the purposes of this act, and shall provide for pupils in the normal schools

instruction and practice in the best methods of testing the sight and hearing of children. The state board of education may expend during the year nineteen hundred and six a sum not greater than fifteen hundred dollars, and annually thereafter a sum not greater than five hundred dollars for the purpose of supplying the material required by this act.

SECTION 7. The expense which a city or town may incur by virtue of the authority herein vested in the school committee or board of health, as the case may be, shall not exceed the amount appropriated for that purpose in cities by the city council and in towns by a town meeting. The appropriation shall precede any expenditure or any indebtedness which may be incurred under this act, and the sum appropriated shall be deemed a sufficient appropriation in the municipality where it is made. Such appropriation need not specify to what section of the act it shall apply, and may be voted as a total appropriation to be applied in carrying out the purposes of the act.

SECTION 8. This act shall take effect on the first day of September in the year nineteen hundred and six.

The central idea of the above first three sections seems to be what was unconsciously anticipated in the report for 1904-5, that "a physician be selected by the board for each of the schools in town and that teachers be authorized, in cases which in their judgment warrant it, to summon, at the town's expense,..... the physician of the committees' choosing." In case this law becomes operative in Franklin, it is suggested that, when practicable, the school physician summoned be the family doctor of the suspect.

The eye and ear test explained in Sections 5 and 6 is now going on. The duty and the authority of the committee cease when parents and guardians have been duly notified of any defects or disabilities discovered.

Full advantage cannot be taken of the new law until the town appropriates money therefor. It should come up at the next March meeting. Enlightened public opinion will doubtless sustain medical inspection on the proposed plan. The service of school physicians would lessen the spread of disease, and allay the rather justifiable concern of teachers, parents and pupils in the event of sickness in the school room. As was said two years ago, "A pupil often attends school with seeming symp-

toms of disease. His presence is very disquieting to the teacher, to other pupils and to parents. Uneasiness would readily subside, however, if competent medical authority could pass judgment on the case."

#### **Drinking Water.**

A recent analysis of the Nason street school well water by the State Board of Health shows that it "has been considerably polluted and contains a much larger quantity of organic matter than is found in good well waters, and in the opinion of the Board.... cannot be regarded as safe for drinking." As this well has lain idle for years, the impurity of its water may be due to some removable cause. On account of its extreme depth, and the large body of water in it, no appliances have yet been found adequate to draw it off. Effort should be continued, however, to have the well cleaned in order to know whether to use it for drinking purposes. And in general so long as there is any serious question of the quality of the town supply, fit drinking water should be otherwise provided at all schools.

#### **Health Certificates.**

Massachusetts legislation requires that a child for whom it has not been allowable to attend school on account of disease shall not be admitted until the teacher of the school has been furnished with a certificate.... stating that "danger of conveying such disease by such child has passed." In accord with the spirit of this provision, the school committee has recently instructed each of its transporters not to admit such a child to any barge until he has evidence that the required certificate has been issued.

#### **Exclusion for Sickness.**

The statutes specify only four diseases for which admission to school is to be denied—small pox, diphtheria, scarlet fever and measles, but the words "or any other

infectious or contagious disease" are added. Now there are certain unmentioned ailments to which, however harmless, well pupils should not be avoidably exposed. Such are whooping cough, chicken pox, impetigo, mumps and lousiness. A local regulation should be passed to the effect that a child who has any of these affections shall not be allowed to attend school.

#### **Vaccinations.**

The law declares that "a child who has not been vaccinated shall not be admitted to a public school..." But what does "vaccinated" mean? The secretary of the State Board of Health understands that "something more than a mere preparation of the skin and application of the virus" is intended, "for an unsuccessful 'take' is not a vaccination, within the meaning of the law, and the operation should be repeated at least once." The local school committee has since ruled that the simple process of inoculation cannot be regarded as legal vaccination.

#### **BUILDINGS.**

As usual, repairs, alterations and improvements in buildings take the lead in relative share of expenditure. It will be a happy day for the schools when salaries, supplies and the strictly educational side of the work receive as generous overhauling as has of late been given to roofs, furnaces, fire escapes and the like.

#### **Arlington Street, Four Corners, and Thayer Schools.**

At the Arlington street and Four Corners schools the roofs have been entirely resingled, and the one at the Thayer school partially.

#### **Mann School.**

At the Mann school the making of a doorway into room 2, and the erection of a partition there, have solved for the present the need of an office waiting-room. The

long-standing demand for more commodious commercial quarters has been met by flooring over the head of one of the front stairways (the south) and by converting rooms 10 and 11 into one.

#### **Nason Street School.**

The Nason street school has been repainted, within and without, and its blackboards recolored or renewed. The windows have been shifted so as to admit light from only the rear and left sides of each room. A two-story connection between the two buildings, and at the further end from the furnaces, has been constructed, providing entrance and egress for all of the rooms. The direct reason for this addition was the need of a fire-escape, but in providing a covered passageway between the two buildings, and almost to the doors of the out-houses, the structure serves other useful purposes than that of flight in emergency.

As a result of these repairs and improvements, the Nason street school is today as well off as any in condition and construction.

#### **Town House School.**

At the Town House school a bulkhead has been constructed, the furnace lowered into the cellar, and connection with town water made.

#### **Some Remaining Needs.**

Last year's recommendation of a new floor in room 1 of the Thayer school is unattended to. In its present condition this floor is poor protection from the cold underneath. Another should be laid before next winter, as was done three years ago in the adjoining room. At this building, too, more windows should be inserted, as inside light is at times insufficient. Adjustable furniture, removal of cross light in two Arlington street rooms, painting of the Brick school and general improve-



ment of the grounds there, and more sanitary heating and ventilating facilities at the Brick, Four Corners and Unionville buildings are other matters that should not go unmentioned.

### **SUPPORT.**

The statutory definition of support suggests convenient headings under which to assemble parts of this report.

#### **Teachers.**

*Wages.* A recent calculation from a reliable source makes it appear that "750 dollars will go no further today than would 600 dollars ten years ago." That is to say, to be the equivalent of what it was in 1897, one's income should now be 25 per cent. larger. As a matter of fact, local salaries have increased only about 10 per cent. since that time. Hence teachers are today about 15 per cent. worse off than teachers ten years ago. When, in addition to this, it is remembered that salaries were conspicuously low, even a decade ago, their present inadequacy becomes all the more striking.

In the thirteenth annual report of the superintendent of schools (1903-4) the matter of higher salaries was taken up at some length. Suffice it now to say that the arguments there presented have only strengthened with the lapse of time.

*At Work.* It goes almost without saying that, in the school-room, teachers are expected to be good instructors, trainers, and examiners; to control successfully, and by reasonable means; to show due patience, courtesy, and evenness of temper; to be at all times in proper command of themselves; to use good English; to be neat orderly, and attentive to heat and ventilation; to practice reasonable economy in the consumption of supplies, and to have regard for business methods generally.

*Out of School.* But is it, with equal certainty, taken for granted that, when not in school, teachers will so con-

duct themselves as not to bring discredit on the schools or on the profession? Children may be as much influenced by their teacher's example out of school, as by what it is when session is in progress. The public, too, is likely to judge of the fitness of a teacher by what it sees and hears of him when he is not keeping school, and by the interest he shows and the part he takes in the affairs of the community. With some reason, then, the committee may take into account what its teachers are when not in school, as well as when on duty,

*Misconceptions.* Teachers are often misjudged and misunderstood. Many people think that their labors are over as soon as school is out, and that, while there, they have simple and leisurely going. The facts are, that often as many working hours have to be spent out of school as in, and that few other places make as trying, exacting, and exhausting demands as the schoolroom.

*Complaints.* But there is one particular in which the teacher is sometimes an unnecessary sufferer, and that is complaints. In case of error on his part, it is the habit of some to take instant recourse to the committee or the superintendent. This is not altogether fair and business-like. The teacher should, as a rule, first be seen. It is he who best knows and can best discuss the situation. When he has been consulted and proper satisfaction has not been received, it will then be time to go elsewhere.

*Growth in Office.* It is not uncommon for committees to go to the expense of providing local lectures by outside speakers for the benefit of their teachers. The object, of course, is increased efficiency in the schoolroom. Such action would seem particularly justifiable in Franklin on account of the low wages here paid, and the cost of getting to and from places where such chances for culture are afforded.

#### **Books and Supplies.**

Nearly all *books* that are bought are for individual distribution among pupils. It is not so with *supplies*.



With some kinds they have little or nothing to do. Clocks, brooms and dusters, for example, do not as closely concern them as pens, pencils, and paper. This distinction between articles which are intended for scholars' first-hand use, and those which are bought for other reasons, should be allowed for when expenditure for supplies is under consideration.

Two noteworthy additions made this year are a program clock and a nature cabinet.

*Program Clock.* The clock, which was placed in the Horace Mann school, sounds the period signals automatically, and with practically perfect precision. It is a great improvement over the inconvenient and uncertain method of pressing the bell buttons by hand.

*Nature Cabinet.* The nature cabinet is for general use in the grades, and contains exhibits illustrative of eighty-six different American industries, together with valuable information concerning them. Its specimens range from the raw material to the finished product, in nearly every instance. The cabinet has been a help to teachers, and a stimulus to scholars in the matter of geography.

In the way of books, the chief need of the graded schools is connected with the work in English.

*Spellers.* The speller in present use is good for the lists it contains, but difficult to teach and to study from, on account of its lack of meanings and of illustrations of the use of words. It is, besides, excessively expensive in wear and tear, since only one of its eight divisions is in use by a given class at a given time. Economically and educationally, a speller which is published in parts (one book for a grade) and which deals with the subject in the four-fold aspect of orthography, pronunciation, definition and application of words would be much better.

*Basal Readers.* Some years ago the committee was urged to buy basal readers, on the ground that the art can better be taught from well-chosen and varied selections in prose and poetry than from one uniform type. There is no reason for withdrawing the recommendation,

Even if the supplementary texts now in use were all well graded, there would still be place for the book of older fashion. But they are not. Take the fifth grade set, for example. Of the 1,300 pages assigned for this year, Hawthorne is the author of nearly 600. Now Hawthorne is a difficult writer for children ten and eleven years old. His vocabulary is often unfamiliar, and his sentences long and involved. Such books of his as the town owns could be read much more successfully in higher grades.

*History and Hygiene Readers.* It cannot be gainsaid that the elementary curriculum is crowded. History and hygiene, however, are too valuable subjects to strike out. On the other hand, to maintain them as independent branches is to burden the recitation program. The solution seems to lie in the course in reading. If it is prescribed that one of the year's reading books shall be on the story of our country, and another shall be on hygiene, the work in reading is kept up, while lessons in the important subjects of history and health are retained, without increased demands on time. One may object that this view is taken at the expense of the classics—that it is not sufficiently literary. But it seems proper in the grammar grades to consider reading for *useful information* of first importance, and to depend on the home and the library for what cannot be done in class in the study of standard literature. The further purchase of readers of useful knowledge is, therefore, recommended.

*Language Books.* Another opportunity for time-economy without consequent loss of subjects is in a possible closer association of the other language-branches with reading. It is conceivably better to make the lesson in reading the basis for the work in grammar, punctuation and composition, than to treat these subjects independently, as now. To get the benefits of concentration, the daily program is this year planned so as to devote the afternoon to the several language studies. If new books can be found which correlate, and do not separate these branches, they should certainly be had.

### Transportation.

No town in Norfolk County pays as much for conveyance of pupils as Franklin. This fact in itself proves nothing, but taken in connection with other considerations, it suggests the possibility of extravagance. The granting of free mileage to all pupils who live a mile from school, and on an electric car line, seems not only wasteful of the town's money, but not duly mindful of the children's health and hardihood. This liberal practice, however, is in accordance with a vote of the town, taken in 1903, that "all school children who live on the line of a street railway company, and one mile or more from the school which they may attend," may ride to and from school at the town's expense. But many now so riding would undoubtedly be better off if they should walk. In fact, one fixed limit for all does not seem as sensible as reasonable discrimination, according to certain settled considerations. On stormy days, or when the going is bad, it would be well to provide free tickets to all who reside beyond the stated limit. But in pleasant weather, and during good walking, it seems fair that some should travel at public expense, and that others should not. Questions of age, health, and distance from school will furnish the determining factors for the differentiation suggested.

Apropos of transportation economy, it may well be remarked that the present cost of barge service seems as low as is reasonable, and that, therefore, no serious thought should be entertained of curtailing at this point.

### THE HIGH SCHOOL.

Three plain desirabilities in the high school are:— (1) more supervision of study; (2) regular time allowance for individual teaching, and (3) more system in the choice of electives. These matters will be attended to.

### Subjects.

Slight modifications have been made in the schedule of studies.

*Foreign Language.* The foreign language arrangement, adopted last September, bids fair to be the best yet tried. Latin now starts in the ninth grade, German the next year, and French the next. This makes five years of Latin, four of German, and three of French. All continue to the end of the senior year. A student may thus take up two or three foreign languages without program difficulties, or, with equal convenience, may drop one and begin another, while the confusion of commencing two at the same time is obviated. At least two years' study of one and the same foreign language is, however, necessary for a diploma.

*Science.* Only one science—Astronomy—is now offered to the entering class. It continues through the year. This takes the place of two half-year courses formerly given in Geology and Physical Geography.

*History.* Medieval history has given way to American. The school now requires two consecutive years of intensive study of United States History.

*Handwriting.* For the first time handwriting is now made an independent subject. It is placed as an elective in the Senior year. All, however, who are passed in either course in Bookkeeping must do acceptable handwork, as well as give evidence of due mental grasp of the subject.

#### Out-of-School Jurisdiction.

It has long been allowed that teachers have certain authority over pupils on their way to and from school. More than one recent court decision has affirmed the right of committees to regulate or abolish secret student societies. An act of the last legislature made it competent to the school committee to "supervise and control all athletic organizations composed of pupils of the public schools and bearing the name of the school." It seems clear from these instances that the board of education may assume authority over whatever is done by pupils in

the name of a public school, without regard to questions of time and place.

During the past year definite action, regulating athletic organizations and school events occurring outside of session hours, has been taken.

#### Graduation and Certification.

Because this school is on the approved list of the Entrance Certificate Board, it is not to be inferred that graduation from it is equivalent to certification to a higher institution. It is not. The colleges do not prescribe the conditions for local graduation, but simply the terms under which they will allow the principal to certify students for admission. This is as it should be. It would certainly be unjust to compel all to fit for college before obtaining a diploma. One should be allowed to graduate without necessarily having pursued the subjects, or attained the scholarship required for entrance to college. Hence it happens every year that some graduate who would not be recommended to the consideration of a higher institution.

#### **PROMOTIONS.**

The following observations are based on considerable practical experience with the subject with which they deal.

#### Special Promotions.

What shall be done for a pupil who shows marked superiority to his class? Some recommend immediate promotion into the next grade. But the step is not always practicable, for, however much he may be in advance of his own grade, he may yet be inconveniently behind the one next higher. What is more serious, it often develops that, in consequence of too rapid advancement, his mind is not sufficiently mature for the work of later years, particularly for that in the high school. On the whole, the best plan seems to be for each pupil to



remain in school the allotted time, without "grade skipping" or "double promotion," but to be kept profitably occupied. If the regular lessons are not enough for this purpose, then such additional employment should be assigned as individual ability will warrant. Such work should aim to supplement or reenforce that done in class, for education is a matter of breadth and depth, as well as length.

#### **Non-Promotions.**

On the other hand, failure to pass at the end of the year is an admitted hardship. It usually means another ten months of the same books, the same room, the same studies, the same teacher. Such prolonged monotony, aggravated by the loss of old classmates and forced association with younger ones, often proves fatal to interest and ambition. Every effort should therefore be bent to promote pupils with their classes. Non-promotion, tho at times inevitable, should not be decided upon until the impropriety of any other course has been fully established.

#### **SCHOOL CALENDAR.**

The first elementary school-year of the new length (36 weeks) came to a close last June, but a prolonged epidemic of measles in the winter and spring makes it still premature to pass final judgment on the wisdom of the reduction. One thing, however, is certain—that the present division into terms and vacations can be improved upon. A better arrangement would be to keep school later in December, and to close earlier in June. The weather of the winter month is always favorable for indoor work, and pupils do not then require a three-week vacation. On the other hand, a comfortable temperature in June is not to be depended upon, and by that time children are more likely to need rest.

In the making of the calendar, also, it would be well to include New Years day in the so-called Christmas vacation, and, if convenient, to suspend sessions on the day known as Good Friday, if not during the entire week to

which it belongs. A further good plan would be to publish in the annual report of the committee the school calendar for the rest of the town year.

### **FOREIGN HOME-INFLUENCE.**

A manifest difficulty with which certain of the schools are contending is the un-American environment of the home. A child who, tho he has always lived in this country, enters school from a family where a foreign tongue is spoken, is not so very much in advance of one who has just arrived from Europe. And the continuance of this alien influence only helps to keep up the barriers to his progress in English. Instances of arrested development due to this cause can be found in nearly all of the schools. A special teacher, or a special school for this class of delinquent pupils, would be of great service in certain parts of the town.

### **HALF-DAY ATTENDANCE.**

One more school—the Nason Street Primary—has gone on to the plan of separate sessions for the two grades, the second coming in the morning, and the first in the afternoon. The change was made last October, under pressure of enrolment. Besides relieving congestion, however, the plan has other advantages, as set forth in the last report. Experience with it has confirmed the favorable expectations entertained for it at its inception.

### **GIFTS.**

The following gifts, received during the year from the sources indicated, are gratefully acknowledged:

Twenty-two volumes of the American Statesmen series, from the graduating class of 1906, Horace Mann high school.

Twenty Franklin Bicentenary booklets, from the Franklin Business Association.

Flags, from the Women's Relief Corps.



**DIRECTORY.**

The names, residences, and assignments of persons now in the paid service of the department are:

**Superintendent of Schools.**

Irving H. Gamwell, 2 High Street.

**Teachers.**

ARLINGTON STREET SCHOOL.—Emma J. Holmes. Principal, 19 Church St. Grades III and IV.

Lula P. Hayes, 229 Dean Ave. Grade I.

Sarah E. Stock, 246 Dean Ave. Grade II.

Clementine S. Guigon, 35 West St. Grade V.

BRICK SCHOOL.—Rebecca Dunning, 9 Lincoln St. Grades I, II and III.

FOUR CORNERS SCHOOL.—Alice E. Wentworth. 511 Central St. Grades I and II.

MANN SCHOOL.—Irving H. Gamwell, Principal. 2 High Street. Algebra, Geometry, Latin IX.

Amy J. Cook, 154 Main St. Elocution, Ancient and American History and Latin.

Laura B. Earl, 23 Main St. Grade VIII (a). Drawing and Singing in Grade IX, and English History.

Frances E. King, 14 High St. Grade IX, Algebra, Senior Arithmetic, and Senior History.

Castine C. Swanson, 14 High St. Geography IX, Drawing, Singing, and Science.

Grace S. Torrey, 14 High St. Bookkeeping, Short-hand and Typewriting.

Adele M. Waldmeyer, 84 Union St. Grade VIII (b) and German.

Alice Wiggin, 5 Alpine St. English and French.

NASON STREET SCHOOL.—Charles F. Frazer, Principal, 86 Pleasant St. Grade VI and VII.

Mabel E. Stone, 222 Dean Ave. Grade V.

Gertrude B. Thyng, Crescent House. Grade III.

Lucy E. Tower, Grove St. Grades I and II.

THAYER SCHOOL.—Isabel M. Reilly, Principal, 38 Oak St. Grade VII.

Jennie P. Baker, Lincoln St. Grades I and II.

Marion S. Guptill, Crescent House. Grades V and VI.

Edith L. Metcalf, Lincoln St. Grades III and IV.

TOWN HOUSE SCHOOL.—Mrs. Dollie S. Carroll, 246 Dean Ave. Grade IV.

Ida I. Haviland, 217 Dean Ave. Grade VI.

UNIONVILLE SCHOOL.—Beulah A. Woodward, Unionville. Grade I to VI.

Betsey B. Harmon, 511 Central St., and 2 Curtis Ave., West Somerville. Supervisor of Singing.

#### Janitors.

Henry F. Brown, Unionville. Unionville School.

Edmund Burke, 129 Peck St. Arlington St. School, and east building, Nason St. School.

Charles E. Campbell, 10 Cottage St. Court. Mann and Town House Schools.

Joseph E. Duprez, 42 East St. Thayer School, and west building, Nason St. School.

Clarence M. Ellis, 9 Lincoln St. Brick School.

E. Lovell Metcalf, 477 Central St. Four Corners School.

#### Transporters.

J. Herbert Baker, Lincoln St. North Franklin District.

Ethelbert S. Brown, Forest St. Mount District.

Walter A. Clark, High St. South Franklin District.

Carl Loose, Daniels St. City Mills District.

#### WITHDRAWALS AND NEW APPOINTMENTS.

Below is a record of the withdrawals and corresponding new appointments among teachers. Each retiring teacher had served since February 1.

Retiring Teachers.	Successors.
June 22. Mrs. Lena B. Crowther (Thayer School, Grades V and VI)	Marion S. Guptill (Sept. 17 to date).
Nov. 5. Jennie H. Gordon (Arlington St. School, Grade 1).	Lula P. Hayes (Dec. 31 to date).
June 22. Belle M. Gould (Thayer School, Grades III and IV)	Edith L. Metcalf (by transfer) (Sept. 17 to date).
March 16. Helen F. Lamb (Main School, Business Branches)	Grace S. Torrey (April 2 to date).
June 28. Bertha F. Lawrence (Mann School, Sciences)	Castine C. Swanson (Sept. 10 to date).
June 22. Edith L. Metcalf (transfer) (Arlington St. School, Grade II)	Sarah E. Stock (Sept. 17 to date).

### MEMBERSHIP BY SCHOOLS.

The number of pupils belonging to each school on January 25, 1907, was :

#### Arlington Street School.

Room 1.	Grade I.	46	
Room 2.	Grade II.	36	
Room 3.	Grade III.	33	
	Grade IV.	16	
Room 4.	Grade V.	29	160

#### Brick School

Grade I.	16	
Grade II.	6	
Grade III.	13	35

#### Four Corners School.

Grade I.	21	
Grade II.	17	38

## Mann School

Room 1.	Grade VIII a.	40	
Room 3.	Grade IX,	44	
Room 6.	Grade VIII b.	26	
	High,	98	208

## Nason Street School.

Room 1.	{ Grade I,	31	
	{ Grade II,	25	
Room 2.	Grade III,	51	
Room 3.	Grade V,	50	
Room 4.	{ Grade VI,	25	
	{ Grade VII.	23	205

## Thayer School.

Room 1.	{ Grade I,	26	
	{ Grade II,	22	
Room 2.	{ Grade III,	24	
	{ Grade IV,	27	
Room 3.	{ Grade V,	37	
	{ Grade VI,	15	
Room 4.	Grade VII,	45	196

## Town House School.

Room 1.	Grade IV,	49	
Room 2.	Grade VI,	47	96

## Unionville School.

Grade I.	6	
Grade II,	10	
Grade III,	5	
Grade V,	9	
Grade VI,	5	35

Total for all schools,		973
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5. SONG—A Winter Lullaby . . . . . *DeKoven*  
LILLIAN BELLE COLEMAN.
6. ESSAY—Napoleon's Farewell to France . . . . .  
(An Imagined Soliloquy.)  
GLADYS EVALYN SHARON.
7. Reading—The Soul of the Violin . . . . . *Merrill*  
ADABELLE DAILEY.
8. CLASS GIFT—(Lives of 20 American Statesmen) . . . . .  
Presentation—ADELAIDE STERLING CURTIS.  
Acceptance—SUPT. I. H. GAMWELL.
9. CLASS HISTORY . . . . .  
MAUD ALENA MURDOCK.
10. CLASS PROPHECY . . . . .  
GRACE LILLIAN MCCARTHY.
11. ESSAY—"En Avant!" . . . . .  
ETHEL MARION SMITH.
12. MUSIC—Ave Maria . . . . . *Abt*  
CHORUS OF GIRLS.
13. PRESENTATION OF DIPLOMAS . . . . .  
DR. AMBROSE J. GALLISON, Chairman of School Board.  
  
CERTIFICATES have been awarded to  
GRACE ABBIE KNOWLTON and  
FRANK FRED MCCARTHY.
14. SINGING OF THE ODE . . . . .  
THE CLASS.

(The subjects on this program are purposely such as to throw the writers upon their own mental resources. So far as known, the essays are, without exception, essentially the graduates' own, both in thought and in expression.)

Respectfully submitted.

IRVING H. GAMWELL.

Jan. 31, 1907.

Supt. of Public Schools.

## Report of the Supervisor of Music.

TO THE SCHOOL COMMITTEE OF THE TOWN OF FRANKLIN :

With the introduction of one session in Room I in several buildings, the question of meeting every class every week has become serious. With the amount of time allotted to the special teacher, it is now impossible for her to visit every school every week.

I wish to take this opportunity to say something along the line of musical appreciation. Among the school children of Franklin there is as little appreciation of what music really *is*, as in any place that I have ever visited. By the time a child reaches the age of thirteen or so, he seems to look upon music as beneath him, and chooses to lay it aside as he would his out-grown clothes. When such is the case, there is something wrong, either in the child or the teacher, or both. When questioned, a child will say: "What's the use of singing; I'm not going to be a singer," and he has told the truth. We do not make skilled musicians in our schools, but we do turn out each year a certain number of music listeners. Do we teach them how to listen to music? We give them the best songs possible and teach them all the technicalities, but that is only a drop in the bucket. By the expenditure of a little money, we might have what would prove to be a lasting benefit to the children: that is a *piano player*. I make bold to prophesy that the time will come when every school house in every town will have one. Look at the courses of study in such towns as Springfield and Chelsea, and you will see what an important factor music is getting to be. There is no reason why every high school shouldn't be equipped with courses in musical appreciation, simple analysis and elementary harmony. Of course, it means more time and more



money, but it also means better men and women. When colleges are offering a certain number of entrance units to those who have done work along that line in the secondary schools, it is time for the secondary schools to offer courses to those musically inclined, as well as to others. If America is ever to have a music distinctly her own, she must give her children an opportunity along that line. We must be ready for the aesthetic reaction which is sure to follow this materialistic age.

Buy an instrument. Let the children hear good music, and plenty of it; let them learn how to follow the different themes as they weave in and out; let them study musical forms; in a word, let them learn the language of music. Then it is very probable that a person may walk along the street and hear the boys whistling an air from some standard opera, or a theme from some symphony or overture, instead of the latest popular song. The best is none to good for any of us.

BETSEY B. HARMON,  
Supervisor of Music.

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## Truant Officers' Report.

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TO THE SCHOOL COMMITTEE:

During the year 1906-7, we have investigated twenty-eight cases of absence from school. Fifteen were cases of willful truancy, nine were on account of sickness, and four were due to detention by parents for other reasons.

Respectfully submitted,

EDMUND BURKE,  
CHARLES E. CAMPBELL.  
JOSEPH E. DUPREZ,

Jan. 31. 1907.

Truant Officers.

## Report of School Committee.

TO THE CITIZENS OF THE TOWN OF FRANKLIN:

Your committee respectfully submit the following report:

### RECEIVED.

Annual appropriation,	\$22,800.00
Tuition, Town of Bellingham.	539.25
Tuition, Town of Medway.	14.50
Tuition, State Wards.	236.85
Dog licenses.	724.01
	<hr/> \$24,314.61

### BILLS APPROVED.

Books and supplies.	\$ 1,964.80
Miscellaneous.	490.75
Transportation.	2,889.63
Fuel,	1,628.48
Teachers and Superintendent.	12,907.03
Janitors,	2,007.00
General Repairs.	338.30
Repairs, Nason St., including fire escape,	1,244.13
Repairs, Town House.	167.79
Repairs, Horace Mann.	173.66
Repairs, Arlington St.,	209.05
Repairs, Wm. M. Thayer.	94.28
Repairs, Four Corners.	157.60
Balance on hand.	42.12
	<hr/> \$24,314.61

During the summer vacation a fire escape was built at Nason St., connecting the buildings. Both buildings were painted outside two coats, and the roofs repaired.

The walls of all four of the schoolrooms were tinted, the ceilings whitened, and the blackboards repaired.

At the Town House a sort of cellar was made in which to store fuel, and the furnace was placed in the cellar.

At the Horace Mann further changes were made, whereby a waiting room is provided, giving the superintendent more office room and more space for books and supplies.

The Arlington Street building was shingled, and also the Four Corners building.

The roof of the Wm. M. Thayer building was repaired so that it will last a few more years.

We wish again to call your attention to the fact that the Brick, Unionville, and the Four Corners buildings are not properly heated and ventilated. This matter ought to be attended to at once.

The Brick, Four Corners, Unionville, and Arlington Street buildings all need painting badly.

The Wm. M. Thayer building needs many repairs upon the inside, viz:—new floors in some of the rooms; new stairs, and the wood work painted in all the rooms. The walls of all the rooms need tinting and all the ceilings whitened.

Recommendations for this year:

For school purposes, including repairs.	\$23,000.00
For medical inspection of schools.	200.00

Respectfully submitted.

AMBROSE J. GALLISON,

For the Committee.









